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ABSTRACT

Intended to give assistance to the vocational home economics teacher in providing a program of continuing education for out-of-school youths and adults, the programs contained in this handbook are designed to assist participants in their life role as homemaker, wage earner, consumer, and parent. The handbook provides an overview of adult education programs in Occupational Home Economics and the Consumer and Homemaking; makes suggestions relative to program planning, implementation, and evaluation; and the uses of advisory committees. Included are outlines of possible course content and a selected bibliography of resources. Suggested competencies for adult occupational home economics programs in child care, general housework, clothing and textiles, and food services, and consumer and homemaking competencies in consumer education and home management, housing, home furnishings, and decoration, energy management and conservation, gerontology, and parenthood, comprise thirty-five pages of the document. Information is also included on the Young Homemakers of Virginia and on the Virginia Certified Homemakers' Assistants Program. (MEK)

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VOCATIONAL
HOME ECONOMICS EDUCATION
HANDBOOK
FOR ADULT EDUCATION

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In cooperation with
DEPARTMENT OF EDUCATION
COMMONWEALTH OF VIRGINIA
Division of Vocational Education
Program Services
Home Economics Education
Richmond, Virginia

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

This handbook was developed through a contract with the Virginia Department of Education, Division of Vocational Education Program Services, Home Economics Education. The handbook has been designed to give assistance to the vocational home economics teacher in providing a program for adults. Home economics adult education programs provide continuing education for out-of-school youth and adults. These programs are designed to assist participants in their life-roles of homemaker, wage-earner, consumer, and parent.

Home economics adult education is a critical component of vocational home economics programs. This handbook provides an overview of adult education programs in occupational home economics, and consumer and homemaking, suggestions for program planning, implementation, evaluation, and advisory committees. Outlines of possible course content are included also as well as a selected bibliography of references.

It is highly recommended that teachers refer to appropriate V-TECS Catalogs when planning a program of study for adults.

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VOCATIONAL HOME ECONOMICS ADULT EDUCATION
OVERVIEW OF PROGRAM

Introduction

Vocational home economics adult education programs provide continuing education for out-of-school youth and adults. These programs are designed to assist participants in their life-roles of homemaker, wage-earner, consumer, and parent.

It is no longer possible to assume that one's education will end with the last year of formal schooling. The rapid changes in social, economic, and technological areas have prompted the need for continued, or life-long, learning. Adult education programs in vocational home economics provide one means for people to continue the process of life-long learning.

Types of Programs

There are two types of programs in vocational home economics adult education: consumer and homemaking, and occupational.

Consumer and Homemaking

Programs in consumer and homemaking adult education are considered to be supplemental in nature. They are designed to provide training for persons who already have engaged in the non-wage-earning occupation of homemaking or have entered the labor market and need training to be updated and upgraded to achieve stability and advancement.

The purpose of consumer and homemaking adult education is to improve the quality of life of individuals and families. These programs address the needs and interests of people (male and female) at various stages in the life cycle including those with special needs. Areas of study in vocational home economics adult education programs in consumer and homemaking include the following courses and classes:

I. Child Development

- Birth Defects - Causes and Prevention
- Caring for the Handicapped Child
- Child Abuse/A Family and Community Problem
- Child Growth and Development
- Creative Activities for Children
- Health Practices for Children
- Leading your Child to Self-Discipline
- Nutrition for Children
- Preparing your Child for School
- Selecting Educational Toys and Play Equipment
- The Gifted and Talented Child
- Understanding your Pre-School Child

II. Clothing Management

Advanced Clothing Construction and Alterations
 Care and Storage of Clothing and Accessories
 Constructing Clothing for Children
 Clothes: To Make, To Buy, To Wear
 Clothing Construction for Beginners
 Constructing Clothing with Knives
 Intermediate Clothing Construction
 Personal Pattern Adjustment
 Shopping for Family Clothing
 Tailoring
 Your Clothing Dollar - Stretch It
 Constructing and Buying Menswear

III. Consumer Education and Home Management

Estate Planning
 Homemakers Learning to Shop
 Homemaking - A Profession
 Homemaking from a Wheelchair or with a Disability
 Homemaking Short Cuts
 Savings and Investments
 Time Savers for Busy Homemakers
 Understanding Laws that Protect the Home
 Where Does All the Money Go - Budgeting

IV. Energy Management and Conservation for Families and Individuals

Energy Management and Conservation
 More Meals Using Less Energy
 Home and Individual Energy Conservation
 Ways of Conserving Energy in Everyday Living

V. Family Living

Death and Dying
 Developing Coping and Living Skills
 Family Recreation on a Budget
 Management of Family Resources - Time, Money, Energy
 Setting and Achieving Individual and Family Goals
 Understanding and Appreciating Others
 Family Communication
 Developing a Positive Self-Image
 Strengthening Home and Family Living
 Enriching Individual and Family Living
 Learning to Live as a Family

VI. Food Management and Nutrition

- Bread Making
- Cake Decorating
- Casserole Meals
- Catering
- Cooking for One
- Cooking for Two
- Do Ahead Main Dishes
- Ethnic Cookery
- Family Food Supplies for Emergencies
- Food Preservation - Canning, Freezing
- Foods for Special Occasions
- Gourmet Cookery
- Malnutrition - A World Problem
- Meal Planning and Preparation on a Limited Budget
- Meal Preparation for Dieters - Eat and Grow Slim
- Meat and Meat Substitutes
- Nutrition
- Quick Meals
- Special Diets
- Stretching the Family Food Dollar
- Time Savers in the Kitchen

VII. Housing, Home Furnishings and Decoration

- Care and Growing of House Plants
- Comparative Shopping for Housing
- Construction of Draperies and Curtains
- Construction of Slip Covers
- Creative Decorating on a Budget
- Flower Arranging
- Home Lighting
- House Plants for Decoration and Beauty
- Macrame and Needle Arts
- Making the Home Attractive and Livable
- Refinishing Furniture
- Selecting Home Furnishings
- The Home Furnishings Dollar
- Upholstery
- Window and Wall Treatments

VIII. Managing the Family Income

- Buying, Utilizing and Caring for Home Appliances
- Comparative Shopping for Housing
- Consumer Rights and Responsibilities
- Estate Planning
- Getting the Most for your Money
- Let the Buyer Beware
- Management of Income and Resources
- Savings and Investments
- Setting Financial Goals
- Wills and Deeds

IX. Parenthood Education

Beyond High School What?
 Helping Your Child Develop Special Talents and Abilities
 Living with Teenagers
 Parent and Child Development Workshop
 Preparing for Parenthood
 Techniques for Effective Parenthood
 The Child's First Nine Months
 The Single Parent Family
 What Teenagers Need from Adults

X. Young Homemakers of Virginia

(This organization has its own Annual Program of Work)

The student organization of the Consumer and Homemaking Adult Education program, Young Homemakers of Virginia, provides homemakers of all ages, male and female, an opportunity for life-long learning. Its goals are:

1. preserving, enriching, and strengthening family living, recognizing that the family unit is of fundamental importance to the happiness of individuals and the improvement of the community;
2. finding new ways of working together in a group for the purpose of developing and facilitating opportunities for organized education in homemaking and family living;
3. sharing ways of improving family life, economic well-being, physical and mental health, child care, beauty in home surroundings, management, nutrition, clothing, and family relationships; and,
4. developing qualities and abilities necessary for creative leadership roles in homes and communities.

A Young Homemakers of Virginia Handbook containing complete information about planning YHV programs is available from:

State Advisor
 Young Homemakers of Virginia
 Department of Education
 Richmond, VA 23216

Occupational Home Economics

Programs in occupational home economics adult education are considered to be preparatory in nature. They are designed to provide training for persons who already have entered the labor market or are employed but need training or retraining in preparation for a new occupation. Specifically, the programs provide training or retraining in the areas of home economics-related occupational knowledge, skills, attitudes, and behaviors.

One occupational home economics adult program which is becoming increasingly popular is the "Instructional Program for Certified Homemakers of Virginia". This program has a structured course of study with stated content and a prescribed number of hours in each topical area. A copy of this program may be obtained from the State Supervisor, Home Economics, Department of Education, Commonwealth of Virginia, Richmond, VA 23216.

In addition, other adult education occupational programs in home economics may be offered in the following areas:

- Cake Decorating
- Catering
- Child Care
- Clothing Alterations
- Clothing Construction
- Fashion Design
- Home and Institutional Services (Copies of the competency-based State curriculum guide in this area are available from Department of Education, Richmond, VA 23216.)
- Home Furnishings
- Quantity Food Cookery
- Tailoring
- Upholstery

Summary

Vocational home economics adult education programs vary within, and between, school divisions according to community needs, participant interests, and availability of instructors and resources. In addition, adult classes in home economics education are designed to meet the needs of the adults enrolled and are offered at a level which meets the needs of these students.

ADVISORY COMMITTEES
FOR
VOCATIONAL HOME ECONOMICS ADULT EDUCATION

coordinating meeting notification. A group of five to nine members is considered desirable. The term of membership of members is usually limited to three years. For further information, refer to the State Publication, Ramey, Walter S., A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, Richmond: Virginia Commonwealth University and Virginia Department of Education, 1975.

HOW TO PREPARE AN AGENDA*
(Suggested Plan)

Before Meetings

1. Notify members at least one week in advance.
2. The agenda should be in the hands of members at least two days in advance of the meeting.
3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.
4. Length of meeting should be limited to two hours if possible.

At Meetings

1. Call to order by chair.
2. Secretary read minutes of last meeting.
3. Report prescribed activities since last meeting.
4. Comments from Chief Administrator.
5. Comments from members of Advisory Committee.
6. Old business from last meeting.
7. New business and plan of action.
8. Adjournment.

*From Board of Vocational Education and Rehabilitation, Advisory Committees Organization and Use in Vocational and Technical Education, (Bulletin No. 7-470) Springfield: State of Illinois, Division of Vocational and Technical Education, n.d.

CHARACTERISTICS OF ADULT STUDENTS

Characteristics of Adult Students

Adult students differ in important respects from other students. Adult students tend to be highly motivated, experience-rich, heterogeneous, fearful of returning to school, and goal-directed.

Motivation

Adult students have returned to school because they want to be there. There are no mandatory attendance policies. Whether they are returning to school to gain new knowledge and skills or to upgrade old knowledge and skills, they are there because they have perceived a need to further their education. They will remain motivated as long as their needs are being met.

Experience

Adult students are experience-rich. Unlike conventional public school students, adult learners have a wide range of experience by virtue of age and greater involvement in the real world. They are a heterogeneous group. These real-world experiences have a great impact on the adult learner's perception of the relevancy of classroom experiences. Change in either perception or behavior can be difficult for adult learners because of their personal interpretations of their own experiences.

Heterogeneity

Adult students may be categorized into various stages of the life cycle. They may be just out of school and seeking to develop job entry skills. They may be in the midst of their career and seeking to upgrade their skills for advancement. Or, they may be near retirement and seeking a skill which they could use after retirement. Adult learners at all stages may be seeking knowledge and skills for re-employment or for the development of avocational interests.

Fears

Adult learners quite often approach in-school learning with many fears. The first such fear may be prompted by previous school failure in "younger days". Their self-concept as a learner may be tarnished. Although this fear is quite natural, there are many reasons why a person in earlier stages of the life cycle may not have performed well in school. One reason for previous school failure is lack of ability, but this is not the primary reason. Other reasons which are equally important include: lack of motivation, perceived irrelevancy of material, norm-referenced grading, family environment, and failure of the school to meet individual learning styles of students.

Whether or not one was successful in previous school experience, distrust in one's ability to learn is the second fear that adult learners bring to the classroom. Our society, at times, seems preoccupied with the cliché "you can't teach an old dog new tricks". This may be true in the case of dogs, but it is not true in the case of human beings. Studies have shown that adult students have the ability to learn. This, coupled with the desire and motivation to learn, tends to make adult students more patient, precise, and persistent in their quest for knowledge than their younger counterparts. They are hesitant to make mistakes, and determined to "do it right the first time". Adult learners tend to be methodical and rely less on trial and error learning. They are comparing new experiences to old experiences and seeking out solutions on that basis. This more thoughtful approach to learning should not be mistaken for inability to learn.

Adult learners also fear what others will think or say upon hearing that they have returned to school. "Why are you going back to school at your age?" is a question which many adult learners are asked. We are in a period not only of knowledge explosion, but also of knowledge obsolescence. Being in school can help adult learners learn the newest knowledge and prepare them for life-long learning as knowledge changes.

Goal-Directed

Adult students have relatively concrete notions of why they are "coming back to school". They are in school for a specific reason. Quite often this reason is to upgrade their knowledge in a particular field (vocational or avocational) in ways that can be applied to their real-life situation. However, for some adult learners their primary purpose for going back to school is to learn new skills to enter, or re-enter, the job market, or to change occupations within the job market. Therefore application of what is learned plays a primary role in helping adult students reach their goals.

Characteristics of Adult Instructors

Instructors of adult education, like all educators, are most successful if they possess the following characteristics: respect for individual differences, knowledge of subject matter, and teaching ability.

Respect for Individual Differences

The experience, expertise, and goals of each adult learner are uniquely different in any given class. The adult instructor who respects these differences will be more successful than one who does not. All adult students have different expectations which they must meet related to their lives outside of the classroom. The instructor who provides an "inviting" atmosphere, has a clear sense of self, and clearly shows respect and understanding for an adult learner will be in great demand.

Knowledge of Subject Matter

Given the goals of vocational home economics adult education of improving home and family life (consumer and homemaking), and training or retraining for skills (occupational), it is imperative that adult education instructors be up to date in their knowledge, skills, attitudes, and behaviors in the subject matter which they are teaching. Adult learners expect this to be true. However, a superior, or "know-it-all" attitude, will do more harm than good in the adult classroom. It is important not only to know the information from a theoretical, abstract base, but also to know how the information might be applied in the real world and to be able to give specific examples of its application. It also is important to recognize and utilize the experience of the adults within the classroom.

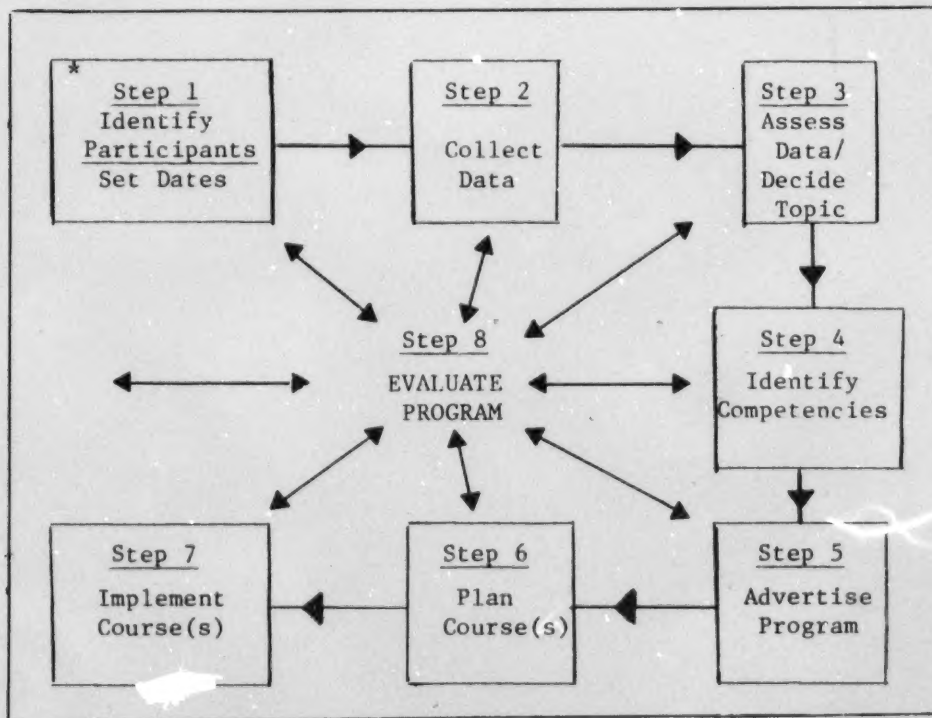
Teaching Skills

One can be very knowledgeable in a specific area and still not be able to teach others that subject matter. All instructors, including those who teach adult learners, must be able to use effectively a variety of teaching methods and techniques. It is crucial to plan lessons in advance of instruction, taking into account the differences in learning styles and goals of adult learners. Class presentations should allow for these differences through a variety of activities, visuals, and repetition of material.

**STEPS FOR PLANNING AND EVALUATING
VOCATIONAL HOME ECONOMICS
ADULT EDUCATION PROGRAMS**

Program Planning

The first steps one should take when organizing an adult education program in vocational home economics are to set a time schedule for planning, and to identify the goals for the program. The following chart and explanation will help the adult instructor plan the program.



*Each step should have planned objectives for accomplishment of that step.

Step 1 - Identify Participants Set Dates

Participants: The participants from which students for vocational home economics adult education programs may be drawn include the following groups:

1. Out-of-school youths and adults who are preparing for employment while completing the requirements for their high school diploma in the evening school adult program.
2. High school graduates working full time in the local community who wish to continue their education in the evening adult program.
3. Disadvantaged adults who need special programs to become employable, or to upgrade their skills, or retrain for work.

4. Individuals employed in home economics occupations who wish to upgrade their skills, knowledge, and understanding.
5. Individuals employed in non-home economics occupations or persons displaced by technology who wish retraining for home economics employment.
6. Unemployed persons who wish to develop marketable skills through the adult school program.
7. Persons who wish refresher courses prior to re-entering employment after a prolonged absence.
8. Homemakers who wish to develop knowledge and skills through continued education in home economics. Young Homemakers of Virginia are included in this classification.

In any given vocational home economics adult education class it is quite likely that there will be participants from each of the previously mentioned groups.

Set Dates: Deadlines help to move the process along and should be set for each step, especially the program beginning date.

Step 2 - Collect Data

Data Collection: There are two types of data which will need to be collected before planning an adult education program in vocational home economics: labor market information for the geographic area, and the needs and interests of adult participants.

- A. Labor Market Data: Collecting data from local businesses and industries will allow the adult instructor to find out the needs of the labor market within the geographic area which the adult program will serve. This information will provide the basis for course selection for occupational adult education. Specifically, it may, for example, prevent courses such as industrial sewing from being offered in an area which has a small garment factory, low turnover, and no anticipated needs for industrial sewing machine operators.

Civic groups and government agencies (i.e. Social Services) provide another source for labor market data. For example, there may be a great need for home care of the elderly in the area. These groups and agencies may be able to supply this information to the adult instructor.

The adult instructor may send out a form or make telephone calls to collect information regarding occupational opportunities in the area. Information helpful to program planning will include answers to

topics such as these:

1. Name of business, firm, etc.
2. Number employed
3. Job descriptions
4. Salary/wage
5. Fringe benefits
6. Opportunities for advancement
7. Anticipated openings over next five years;
number; type

- B. Adult Participants: The information gained in regard to the needs of the labor market should be included in a questionnaire sent to all persons who might benefit from a vocational home economics adult education program. Enclosing a self-addressed, stamped envelope will help to facilitate return of the questionnaire.

The questionnaire should be easy to complete and should spur interest in an adult education program. A deadline for returning the questionnaire should be noted on it. The following format may be helpful in obtaining appropriate information.

Vocational Home Economics Adult Education Survey

(School Division) will be offering programs in vocational home economics adult education. If you have an interest in improving your home and family living knowledge and skills, training, or retraining for a home economics related occupation in (list topics consistent with labor market findings), we may have a program for you! These programs are offered to all out-of-school youth, and adults regardless of age, sex, or special needs.

Please complete the following questions and return to (name and address of adult program coordinator) by (date). All information will be held strictly confidential.

*Complete Question 1 only if you want to be notified personally of upcoming courses. Complete questions 2 through 5.

1. Name _____
Address _____ Telephone Number _____

2. Age (check one):

16-21 _____ 22-27 _____ 28-33 _____ 34-45 _____
46-55 _____ 56-65 _____ Over 65 _____

3. Sex:

Male _____ Female _____

4. Employment Status and Position:

Unemployed _____

Position which you previously or
presently have:

Employed Part-Time _____

Employed Full-Time _____

Full-time Homemaker _____

Position which you wish to have:

Retired _____

5. Choose the (number) courses from the following list which interest you the most for an adult education program in vocational home economics. Number them according to your preference, i.e., "1, 2, 3, 4....". If a course is not listed in which you would like to enroll, please state it here _____.

(List here the occupational, and consumer and homemaking adult education courses which you are able to offer in your school division. Be sure to include courses which have wide appeal for age, gender, and employment status.)

Thank you for taking the time to complete this questionnaire. Your responses will help us to plan our program to meet the needs and interests of out-of-school youth and adults in our community. We hope that we will be able to serve you with our adult education program.

Step 3 - Assess Data/Decide Topic

Data Assessment: When the questionnaires are returned, complete the following grids to help you in your data analysis.

A. Employment Status by Age and Sex:

	16-21		22-27		28-33		34-45		46-55		56-65		Over 65	
Unemployed														
PT employed														
FT employed														
FT homemaker														
Retired														
	M	F	M	F	M	F	M	F	M	F	M	F	M	F

B. Course Title by Employment Status and Sex

Course Title	<u>Employment Status</u>									
	Unemployed		PT Employed		FT Employed		FT Homemaker		Retired	
1										
2										
3										
etc.										
	M	F	M	F	M	F	M	F	M	F

Sex

When the data which was collected has been tallied into the preceding grids, the adult instructor can readily see characteristics of those who responded and begin to identify a target group of individuals and topics for the adult education program. By looking at the numbers from Grid A, for example, the adult instructor can tell the age, employment status, and gender of the majority of respondents. Grid B will tell what kinds of programs (occupational or consumer and homemaking) are preferred by individuals of differing employment status and gender. If, for example, the majority of unemployed males and females chose catering as an adult course in which they are interested one can look back to Grid A to generally find out the ages of these persons.

Topic Decision: It cannot be stressed in these few pages how crucial this type of data collection is to your adult education program. You may find out, for example, that your present program is attracting a very limited number of persons because of interest and need. On the other hand, you may discover that you are "right on target" with your course offerings. Whatever you discover, you will have hard data with which to plan and justify your adult program offerings.

For your own reference, keep a good record of all methods you use to collect labor market and participant information. Also, keep a record of responses to any questionnaires or surveys which you have people complete.

Step 4 - Identify Competencies

- Competency Identification: Once the target group and topic have been established, competencies will need to be identified for the program. The adult instructor may choose from a variety of materials available in each area to identify competencies, including but not limited to appropriate V-TECS catalogs and competency-based curriculum guides.

Step 5 - Advertise Program

Program Advertising: After the community needs and adult interests are identified, and while the adult education program is being planned, an advertising campaign should be undertaken. Advertising can be crucial to the success of the program.

The first group to receive program announcements should be the persons who responded to the survey and stated an interest in vocational home economics adult education.

Whatever the form of advertising one chooses, all advertising should include the following information:

- A. Program Topic - The program topic should be stated in a way that will attract peoples' attention, such as , "Children are People, Too", rather than "Child Development", or "Getting the Best for the Least" rather than "Comparison Shopping". A brief description of content is useful to those who might consider enrolling. (Appendix A)
- B. Program Location - The program location should be within easy access of the target audience. This is usually the local school but may be other locations which are appropriate to the content of the program such as a local day care center. Directions for reaching the program location are helpful to those who are new to the adult education program.
- C. Time and Day - Consideration should be given to other community meetings and events which might conflict with the scheduling of the adult program. Try to avoid conflict with dates of regularly scheduled meetings of other organizations.
- D. Instructor - When starting a new class, some tension and anxiety is reduced when one knows something about the instructor beforehand. In your advertising, state the instructor's name and give a brief description of his/her qualifications for teaching the particular program.
- E. Directions for Registration - Briefly state where, when, and how interested people should register, and cost, if any, for materials and supplies.
- F. The last item on the advertisement should be a telephone number where interested individuals might obtain further information regarding the program.

Where to Advertise: A variety of means for advertising one's vocational home economics adult education program exist. Advertising should begin approximately one to two months before the first class meeting to allow participants to plan their schedules accordingly. Advertising should continue throughout the time that the adult program is offered to let non-participants know what is taking place. Some forms of program advertising which have proven to be effective include:

1. Radio and Television: Contact your local stations and speak with the person in charge of advertising or programming. Find out what the requirements are for public service announcements or make yourself available for an interview to discuss your program on a local talk show.
2. Brochures, Flyers, or Newsletters: Work with other vocational areas in your school division. Have students print a brochure or flyer with your information. Distribute the material through in-school students to their parents, friends and relatives or place copies in local businesses, doctors' offices, and churches. If a newsletter is printed, publish it at regular intervals and keep an up-to-date mailing list.
3. Newspapers: Contact your local newspaper and introduce yourself to the editors. Newspapers often look for "filler" materials, so explain the program and request that a short item of news be printed. Oftentimes sending in a short (one page) news release or fact sheet with all pertinent information is sufficient. Make sure that enough lead time is given so that if the newspaper requires further information it may be acquired. Newspaper releases are also good ways of letting others know about special events taking place in the adult education classroom such as guest speakers, field trips, or other special activities.
4. Posters: Print eye-catching posters and place them in places which have heavy pedestrian traffic such as grocery store windows, local diners and restaurants, hardware stores, discount stores, etc.
5. Civic Groups: Prepare a presentation and request program time on the agenda. Explain the goals of your program, who may participate, and when and where programs are offered. Audio-visuals help to direct attention and reinforce what is said; therefore plan for the use of them with the presentation.
6. Open House: Use any of the above methods of advertising to advertise an open house where interested individuals can find out what is offered in the program for adult education. This also can be a valuable time for identifying needs and interests and for gaining support.

Step 6 - Plan Course

Course Planning: This may be the most crucial element to the success of the vocational home economics adult education program. The identification of competencies needed by the participants in a particular adult education program leads to the statement of objectives and learning

experiences. Adult instructors should be aware of characteristics of adult learners and plan for a variety of activities and use of audio-visual aids.

On the first night of class, each adult participant should receive a copy of a course outline stating the objectives and major activities for each class session. Although this requires much preplanning on the part of the instructor, sequencing the content will be clearer to both student and instructor once the course begins if this is accomplished beforehand. (Appendix B, and C)

Step 7 - Implement Course

Course Implementation: The first night of class should be spent on personal introductions, presenting an overview of the program, and discussing the students' perceptions of how the program will or will not meet their needs and interests. Minor adjustments may be made in the class format and content after the first session, but remember that people are attending because of what was originally described to them in advertisements, so do not make major changes. A pre-test may be helpful here.

Each session after the first should be well structured. The objectives for each session should be stated at the beginning of the session. This will help the adult participants to set personal goals for that session. The activities should be planned to reach the objectives. Facts and theory should be reinforced with concrete, practical application of the information. Plan also to involve adult participants with expertise in particular areas as "co-instructors" of specific sessions. Acknowledging the expertise of individuals within the group will do much to enhance self-concepts of the participants and alleviate pressure for the instructor to always be "on stage".

Another tremendous resource lies within the community. Dependent upon the type of course(s) being implemented and the topics in the lessons, persons from various businesses, government agencies, and service groups within the community will add classroom variety and real-life application of concepts. The following list identifies some possibilities for resource persons. (See Appendix D)

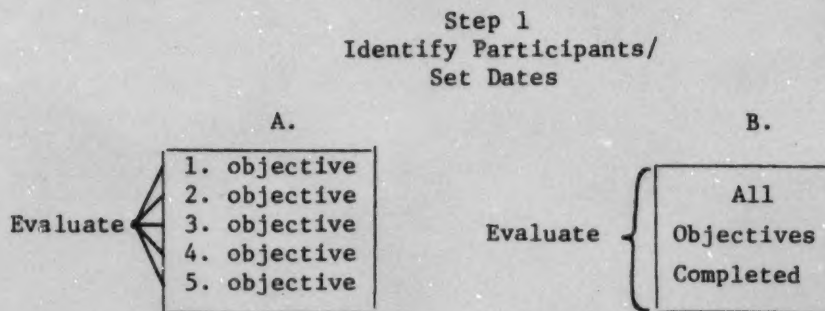
Banks
Insurance Firms
Real Estate Agencies
Nursing Homes
Hospitals
Grocery Stores
Department Stores
Bakeries
Catering Companies
Clothing Manufacturers

Food Processors
Health Department
Social Services Agency
Society for the Prevention of
Cruelty to Animals
Environmental Protection Agency
Telephone Company
Electric/Gas Company
Home Construction Companies
Chamber of Commerce

Step 8 - Program Evaluation

Evaluating the Program: Program evaluation will help to answer crucial questions concerning the relevancy and impact of the vocational home economics adult education program. It is imperative, therefore, that all components, as well as the entire program, be evaluated. To accomplish this, each part of each step must be evaluated, each step must be evaluated as a whole, all steps in relation to each other must be evaluated, and the entire process must be evaluated.

For example, Step 1, "Identify Participants/Set Dates", should have specific objectives for the way in which that step will be accomplished. Each objective within that step should be evaluated (A). The final accomplishment of all the objectives will lead to the completion of that step which will also be evaluated (B).



Before moving to Step 2, "Collect Data", evaluation(s) for Step 1 should be completed. The evaluation(s) of individual objectives (A) will help to determine the effectiveness of each, and make known if adjustments in content or approach are necessary. The evaluation of each specific step will help to determine if the purpose of the step has been accomplished and how it relates to the step preceding and following it. When all steps in the program planning process are completed, a final evaluation occurs. This evaluation will look at the step evaluations (B, above) as they relate to the accomplishment of the adult education program. Each step is evaluated in terms of what is contributed to the total process and success of the adult education program. At this point in time, one can identify the strengths and weaknesses of the programs. Think of this part of the evaluation process as looking at the links (steps) in a chain of events (program planning).

This is the time for revision in the program planning process based upon the goals and objectives of the program. It is possible, for example, that when looking at the labor market information and participant interest and need (Step 2, Collect Data), the adult program planner found a need and interest in occupational child care in the community, offered a course, had many participants, but now that the program is complete, no one seems to be getting a job! Evaluation will help to identify the problem(s). It may be as simple as adding another step, "Placement", for

adult occupational programs, or it may be as complex as identifying why the job market isn't there. Were the sources of information valid? Had there been a drastic turn-around since the data were collected? Are people seeking jobs?

Evaluation throughout the program planning process can help to answer questions such as the following:

1. Were the objectives for the adult education program valid?
2. Were the objectives achieved?
3. What modifications should be made in the program components?
4. Have the needs and interests of the community and individual participants been met?
5. Should the program be continued?

Evaluation is not as complex as it may at times seem to be. The results of a program evaluation can help to strengthen the vocational home economics education program, and to provide data for revising or justifying the program goals.

Summary

Planning is the key to the success of any vocational home economics adult education program. The steps which have been outlined in this section will help the adult instructor to be successful in program planning. The ultimate success of the program in vocational home economics education, however, will depend upon the commitment of the adult instructor to the goals of adult education.

YOUNG HOMEMAKERS OF VIRGINIA:

**The Vocational Home Economics Student Organization
of Adult Consumer and Homemaking Education**

What is Young Homemakers of Virginia?

This is a Statewide organization for young adult homemakers who desire to continue their education with special emphasis on enriching and improving home and family living. As members of these groups, young homemakers not only increase their abilities in home management but also become effective in assuming leadership roles in their communities in developing programs for the improvement of home and family living.

Many of today's homemakers hold jobs as well as manage their homes, thus making their responsibilities complex. Although homemakers use labor-saving equipment and services such as prepared and packaged foods, ready-made garments, etc., their job has assumed new dimensions. They need to know the fundamentals of a proper diet and how to choose from hundreds of products and services. They need to understand principles of psychology and how to apply these principles in caring for their children. They need to understand ways of developing good relationships in the family and in the community. They need to learn how to become a good executive in managing the family income and in making the most efficient use of time and energy. These needs are considered in developing the programs of the local Chapters of the Young Homemakers of Virginia.

What do Young Homemakers of Virginia Work Toward?

Young Homemakers of Virginia work toward:

Preserving, enriching, and strengthening family living, recognizing that the family unit is of fundamental importance to the happiness of individuals and the improvement of the community.

Finding new ways of working together in a group for the purpose of developing and facilitating opportunities for organized education in home-making and family living.

Sharing ways of improving family life, economic well-being, physical and mental health, child care, beauty in home surroundings, management, nutrition, clothing, and family relationships.

Developing qualities and abilities necessary for creative leadership roles in homes and communities.

Who Sponsors the YHV Organization?

The Home Economics Education Service, Virginia Department of Education, sponsors the State organization as an important part of the adult home economics education program. The home economics teachers in the schools serve as advisors to local chapters of YHV, with approval of principal and superintendent of schools.

How Many Chpters may there be in a School?

Every teacher in every type of secondary school is encouraged to organize a chapter of Young Homemakers of Virginia. Different teachers may organize chapters in different sections of the city or county.

Chapters may be located in:

- Cities
- Counties
- Junior High Schools
- High Schools
- Middle Schools
- Intermediate Schools

Who May Join the YHV?

Any out-of-school youth or adult engaged in homemaking and interested in participating in educational activities related to enriching and strengthening home and family may become a member of the Young Homemakers of Virginia. Young Homemakers of Virginia includes persons of all ages and both genders.

How do Young Homemakers of Virginia Chapters become Organized?

A group of individuals interested in continuing education activities in the field of homemaking should, first, contact the local home economics teacher and plan for a meeting place and the best means of getting all interested people together.* The teacher secures approval of the principal and superintendent of schools.

Plan a program that will appeal to the interests of the group. It is essential that broad notice be given and all persons be welcomed for membership. Men and women are welcomed. Get the message to all people in the community. Select a temporary chairperson and secretary.

At the first meeting, a motion should be made to the effect that the group wishes to organize a Young Homemakers chapter.

A committee should then be appointed by the Chairperson to draft a constitution for the chapter. A copy of the YHV State Constitution may be obtained from the State Advisor.

*Advertising the possibility of having a Young Homemakers Organization within a school division will help to promote initial interest in such a program.

The home economics teacher will secure and send to the State Advisor applications for affiliation with the State organization of Young Homemakers of Virginia.

A second meeting may be held at a time and place satisfactory to the members, at which time a program should be presented and the constitution drafted by the appointed committee should be discussed and adopted.

The permanent officers of the group are elected according to the provisions of the Constitution. Further business should be considered, such as appointment of committees to plan for the programs and meetings.

When do Chapters become Affiliated with the State Organization?

Any new chapter that affiliates or any new member who joins after the affiliation date (April 15) will pay the annual dues (\$2.00 per member) through July 30th; then, the dues will be one-half of the annual amount which is \$1.00 per member.

How do YHV Chapters Plan and Carry Out Programs?

1. Make use of Chapter Handbook.

A Young Homemakers of Virginia Handbook containing complete information about planning YHV programs is available from:

State Advisor
Young Homemakers of Virginia
State Department of Education
Richmond, VA 23216

2. Secure materials from the State officer or your Assistant State Supervisor.
3. The president appoints a committee to work with the Program Chairperson and the advisor to plan a program of work to be submitted to the membership for approval. It is suggested that the committee secure from each member suggestions for using the program emphasis as a guide for the monthly programs.

Who Prepares and Gives the Programs?

Members of the local chapter should take part in planning and giving programs. The chapter advisor may sometimes present a program or other resource persons may be invited to speak to the group. Member participation helps to promote and maintain interest.

What Kind of Programs Do Young Homemakers of Virginia Chapters Have?

Chapters and members work to strengthen home and family living through emphasis on the following topics:

- Consumer Education
- Child Development
- Housing and Home Improvement
- Living Happily Together in the Family
- Clothing Management
- Nutrition, Food Management, Production, Conservation, Meal Planning, Food Preparation
- Family Finances
- Home Management

Where Are Meetings Held?

The meetings may be held in the Home Economics Department, a community center, or any other place that is satisfactory to the members of the YHV Chapter.

Are Dues Required?

YHV State membership dues are \$2.00 a year per person. It is not compulsory to have other dues for a local chapter, but some money is usually needed in carrying out local projects.

What Else Should You Know About YHV?

The Flower of the organization is the white dogwood.
The Colors are green and brown.
The Motto is "Enriching Family Life".

Who Should you Contact if you want to Start a YHV Chapter?

State Advisor
Young Homemakers of Virginia
Home Economics Education Service
Division of Vocational Education Program Services
State Department of Education
Richmond, VA 23216

Certified Homemakers' Assistant Training Program

What is a Certified Homemakers' Assistant?

A Certified Homemakers' Assistant is a person of mature judgment, trained in the understanding of people and in the managerial skills necessary to perform homemaking activities.

They may perform homemaking tasks such as meal planning and preparation, shopping, light cleaning, laundry, and care of clothing; may provide personal care services; and may assume responsibility for the care of children, chronically ill, aged, or infirm.

What are the Admission Requirements?

Mature men and women with homemaking experience are eligible for the program. They must possess good mental and physical health as evidenced by physical and X-Ray reports.

References, personal interview with the instructor, and pre-entrance tests are used to determine the possibility of success in the program.

How Long does the Course Last?

300 hours.

What are the Areas of Study?

The areas of study include the following topics:

1. Introduction to the Work and Responsibilities of Certified Homemakers' Assistant;
2. Personal Characteristics which may Qualify Individuals for Employment;
3. Care of Children;
4. Providing Nutritious Meals;
5. Management Practices;
6. Accident Prevention and Home Care of the Sick;
7. Care of Aging;
8. Employer-Employee Relationships.

How Does One Become Certified?

Upon satisfactory completion of this course, graduates are certified by the Virginia Department of Education as Certified Homemakers' Assistants.

Where are the Programs Offered?

The programs are offered in local divisions by the home economics department. The programs are sponsored jointly by the Department of Education, Home Economics Education and the local school division.

How can Additional Information about the Certified Homemakers' Assistants Program be Obtained?

Write: Home Economics Education
Division of Vocational Education
Program Services
Richmond, VA 23216



Certificate of Credit

Home Economics Education

This is to Certify *that* _____

of _____ has satisfactorily completed

a course in _____ approved by

Home Economics Education Service, State Department of Education of Virginia

given at _____ from _____

to _____ covering _____ hours instruction

State Supervisor Home Economics Education

School Official In Charge

_____ 19____

Instructor

**SUGGESTED COMPETENCIES
FOR OCCUPATIONAL PROGRAMS
IN VOCATIONAL HOME ECONOMICS ADULT EDUCATION**

Introduction

The following is a suggested outline of content which might be included in a vocational home economics adult education occupational program. Competencies and content have been drawn from appropriate V-TECS Catalogs and competency-based occupational home economics curriculum guides. It is to the program planner's benefit to adjust program content to meet the needs and interests of the participants and the locality.

Child Care Competencies - Taken from "Occupational Child Care Curriculum Guide", Commonwealth of Virginia.

Concept: Orientation

1. Identify the evolution of children's roles in the family unit;
2. Identify the value children have in our society;
3. Determine the importance of teaching young children;
4. Define child development;
5. Discuss how societal conditions influence family lifestyles;
6. Identify how changing lifestyles (women's roles) influence the provision of child care in our society;
7. Discuss the purpose of child care;
8. List the types of child care;
9. List and give philosophies of the types of centers/schools;
10. Identify careers available in working with young children;
11. Identify methods of career preparation for jobs related to working with children;
12. Identify personal qualities necessary for working with children;
13. Evaluate career opportunities in view of personal qualities possessed.

Concept: Operational Procedures

1. Identify types of program reports;
2. Determine appropriate format of program reports for a variety of child care programs;
3. Identify information necessary to include in a program report;
4. Complete program report;
5. Identify information needed pertaining to child care participants;
6. Determine information needed on a child care participant should an emergency situation arise;
7. List reasons for keeping information folders on child care participants up to date;
8. Ability to keep accurate and up-to-date records on child care participants;
9. Identify types of publications of day care centers and nursery schools;
10. Evaluate information in day care/nursery school publications;
11. Identify need for publications which describe the philosophy and goals of a day care/nursery school program;

12. Design, duplicate, and distribute an informative publication on day care/nursery school programs;
13. Determine criteria for the selection of child care/nursery school participants;
14. Establish policy for reviewing and evaluating applications;
15. Develop application forms;
16. Define the term requisition;
17. Distinguish supplies from equipment;
18. Identify items a child care provider may not be provided with for routine activities;
19. Demonstrate ability to anticipate need for and requisition of supplies;
20. Determine characteristics of equipment which needs to be replaced;
21. Determine methods used for distributing supplies and equipment;
22. State justification for the purchasing of new equipment;
23. Identify vendors for child care/nursery school supplies;
24. Demonstrate the ability to get the best buy for the money available;
25. Perform mathematical skills;
26. Define the term bill;
27. Identify the parts of a bill;
28. Demonstrate an understanding of billing procedure;
29. Prepare a billing statement;
30. Define the term maintenance;
31. Determine availability of storage space for equipment and supplies;
32. Identify convenient and logical storage areas for equipment and supplies;
33. Determine security precautions necessary for storage of equipment and supplies;
34. Practice methods of conserving consumable supplies;
35. Identify methods of determining when equipment and/or supplies need to be replaced.

Concept: Child Development - Toddler, Preschooler

1. Define the terms heredity and environment;
2. Identify developmental characteristics which are influenced by heredity;
3. Identify sources of environmental influence in home and community;
4. Identify developmental characteristics which are influenced by environment;
5. Evaluate the effects of harmful environmental influences on development;
6. Analyze the interactive effects of heredity and environment on the development of toddlers and

- preschoolers;
7. Understand the principles of development;
 8. Describe the sequence or pattern of development which most toddlers and preschoolers follow;
 9. Identify the major developmental tasks for children;
 10. Demonstrate knowledge of developmental tasks typical of the first five years of life;
 11. Discuss the influence early development has on later development;
 12. Evaluate similarities and differences as they pertain to the development of toddlers and preschoolers;
 13. Demonstrate knowledge of height and weight characteristics of toddlers and preschoolers;
 14. Define motor development and method of progression in the average child;
 15. List basic stages of motor development in toddlers and preschoolers;
 16. Define sensory development;
 17. Discuss children's sensory development;
 18. List factors which influence sensory development;
 19. Formulate activities which would enhance sensory development;
 20. Demonstrate understanding of sequence of socialization;
 21. List and describe the stages of play toddlers and preschoolers experience;
 22. List and project the process a child must go through in developing both positive social and emotional feelings as well as negative emotions;
 23. Analyze the similarities and differences in the socialization processes leading to positive and negative social-emotional development;
 24. Define self-control;
 25. Analyze the process of developing self-control and independence during the toddler and preschool years;
 26. Demonstrate knowledge of methods to help toddlers and preschoolers develop self-control and independence;
 27. Define verbal-language skills;
 28. List verbal skills appropriate to toddlers and preschoolers;
 29. Evaluate how verbal skills enhance or limit intellectual development;
 30. Analyze methods that could be used with toddlers and preschoolers to develop verbal skills;
 31. Define concept formation;
 32. List concepts children of each age level should understand;
 33. Analyze various methods of teaching concepts to toddlers and preschoolers;
 34. Evaluate the importance of concept formation to the intellectual development of the child;

Concept: Learning Activities for Children

1. Demonstrate an understanding of the value of creative art experiences in a young child's life;
2. Identify stages of development of children's art;
3. Determine types of art activities for children at different stages of development;
4. Identify variations in creative art activities for children with special needs;
5. Identify materials and supplies necessary in execution of children's art activities;
6. Anticipate and list possible safety hazards in art projects;
7. Identify evaluative methods for art activities;
8. Write a plan for an art activity for use in a pre-school situation;
9. Organize, present, and evaluate art activities for pre-school children;
10. Demonstrate an understanding of the value of dramatization to the child and his social development;
11. List the kinds of dramatic play;
12. Formulate a list of materials and supplies necessary for dramatic play activities;
13. Identify dramatic play activities appropriate to the various stages of development;
14. Make a written plan showing how to create an environment conducive to children's dramatization experiences;
15. Prepare an environment conducive to the encouragement of children to dramatic play experiences;
16. Participate in the environment with a group of pre-school children using an encouraging and accepting attitude toward their dramatization;
17. Identify play needs at various stages of development;
18. List free-choice play activities;
19. Identify the contribution free-choice play activities make to physical, social, emotional, and intellectual growth;
20. Identify the adult's role in children's free-choice activities;
21. Identify possible safety hazards associated with children's free-choice play;
22. Supervise children in free-choice play activities;
23. Identify normal sequence of language development;
24. Understand the importance of listening skills in language development in young children;
25. Demonstrate the ability to give clear and well-articulated directions to children;

26. Demonstrate the ability to choose stories appropriate for children at various stages of development;
27. Can read stories to children clearly and with expression;
28. Develop a repertoire of finger plays which encourage language development appropriate for children of different ages;
29. Can plan activities that encourage children to verbalize;
30. Can prepare visual aids to use with finger plays and stories (puppets, flannel board, etc.);
31. Can organize, conduct, and evaluate activities that encourage the language development of children;
32. Identify preliminary steps to complete before reading to children;
33. Recognize criteria for selecting children's books in terms of content and children's interests at various ages;
34. Determine books that are appropriate for children of different ages;
35. Identify appropriate locations for story time and story time activities;
36. Determine what materials and supplies are necessary for presenting a story to children effectively;
37. Describe activities that would enhance story-telling;
38. Demonstrate ability to read a story to a group of children using role-play, puppets, etc.;
39. Identify an appropriate follow-up activity related to a story;
40. Recognize ways of adapting story time to meet the needs of exceptional children;
41. Identify the ways in which story time contributes to a child's reading readiness;
42. Define fine motor control;
43. Identify kinds of manipulative play activities;
44. Identify concepts which can be realized from the use of manipulative play activities;
45. Identify skills which can be realized from the use of manipulative play equipment;
46. Identify materials and equipment which can be used to enhance manipulative skills;
47. Write a plan of activities which enhance intellectual development of pre-school children using manipulative equipment to teach small muscle coordination;
48. Identify ways of involving children in manipulative play activities;
49. Organize and conduct with pre-school children manipulative activities which enhance fine motor control and intellectual skills;
50. Evaluate manipulative play activities;

51. Demonstrate an understanding of the value of math activities in the school experience;
52. Identify the developmental sequence of mathematical skills;
53. Demonstrate the ability to reinforce mathematical concepts in daily activities;
54. Can plan appropriate mathematical activities for children of various ages;
55. Can organize, present, and evaluate mathematical activities with children of various ages;
56. Define motor coordination;
57. List factors which influence the development of motor skills;
58. Identify developmental sequences of: catching, kicking, throwing, jumping;
59. Identify indoor and outdoor equipment designed to encourage large muscle motor development;
60. Plan activities which encourage large muscle motor development;
61. Plan, conduct, and evaluate activities which encourage large muscle motor development;
62. Demonstrate the need for music activities for young children;
63. Identify types of music activities;
64. Identify music activities for children of various ages;
65. Determine music activities appropriate for children with special needs;
66. Choose music activities that aid in the development of speech, hearing, physical coordination, social interaction, intellectual skills, and emotional expression;
67. Determine materials and supplies necessary for use with music activities;
68. Anticipate and list possible safety hazards with music activities;
69. Identify evaluative measures for music activities;
70. Plan a music activity for use with preschoolers;
71. Organize, present, and evaluate music activities for preschoolers;
72. Demonstrate:
 - a. An understanding of the importance of science to the pre-school child;
 - b. An understanding that science for the pre-school child is a personal discovery and interpretation of the physical environment;
73. Identify two kinds of basic science activities:
 - a. Indoors
 - b. Outdoors
74. Compose a list of materials and supplies suitable for various science activities;

75. Identify science activities suitable for various ages;
76. Identify science activities suitable for exceptional children;
77. Plan a science lesson for the pre-school child in accordance with the teacher's worksheet;
78. Practice and point out safety procedures when conducting science activities;
79. Execute lesson plan on a science activity;
80. Evaluate the activity;
81. Identify community services and people to which preschoolers need to be introduced;
82. Call upon resource people from the community to discuss their specialties with preschoolers;
83. Plan experiences to help children become familiar with community helpers and workers;
84. Plan, conduct and evaluate field trips which help preschoolers to become aware of their environment and community helpers and workers.

Concept: Program Planning

1. Define goals and objectives;
2. Differentiate between goals and objectives;
3. Write goals and objectives;
4. Identify appropriate goals and objectives within specific preschool units;
5. Evaluate goals and objectives in terms of program purpose;
6. Explain the purposes of program planning;
7. Understand the term curriculum;
8. Identify parts of a curriculum plan;
9. Develop a curriculum plan;
10. Identify materials and supplies needed to make a curriculum plan usable;
11. Understand the contribution of resource persons to the curriculum plan activities;
12. Print clearly in upper case and lower case letters;
13. Identify concepts for bulletin boards and posters;
14. List materials used in the construction of bulletin boards and posters;
15. Construct appropriate bulletin boards and posters;
16. Set up and operate audio-visual equipment;
17. Make appropriate use of audio-visual material;
18. Identify ways of reproducing materials for preschool participant use;
19. Recognize the importance of public relations efforts in the child care/nursery school program;
20. Identify methods of publicizing program activities;

21. Develop news releases, letters, and radio spots which publicize programs.

Concept: Guidance Techniques

1. Define terms punishment, discipline, guidance, and self-control;
2. Interrelate punishment, discipline, guidance, and self-control;
3. Demonstrate an understanding of the role of guidance in working with children;
4. List factors which influence the behavior of children;
5. Identify behavioral concerns which need special guidance;
6. Identify guidance techniques which can be used with children;
7. Identify verbal and non-verbal communication techniques which enhance guidance;
8. Identify guidance techniques which encourage self-control;
9. Ability to use positive and effective guidance techniques.

Concept: Self-Concept and Development

1. Define self-concept;
2. Outline the family life cycle;
3. Explain the stages of the family life cycle;
4. Discuss the role of children within the family life cycle;
5. Evaluate the influence of the stages of the family life cycle on the developing self-concept of children;
6. Identify family interaction styles;
7. Define terms: authoritative, democratic, permissive, and laissez-faire as they relate to family interaction;
8. Discuss child-rearing practices identified with individual family interaction styles;
9. Identify behavior patterns of children within families having various interaction styles;
10. Evaluate possible effects of various family interaction styles on the developing self-concept of children;
11. Define the concept of "critical periods of development";
12. List characteristics of a family environment;
13. Recognize the influence of family environment characteristics on self-concept development;
14. Analyze the influence of family climate/environment on the child's self-concept development;
15. Identify behaviors which indicate positive and negative self-concept development in children;
16. Identify methods which could be used in the child care center/preschool to enhance self-concept development;
17. Identify basic human need categories;
18. Discuss the development of a value system through the satisfaction of basic human needs;
19. Understand the relationship between value systems and

- self-concept development;
20. Analyze self-concept development in terms of human needs fulfillment;
 21. Formulate methods and techniques of enhancing the self-concept development of children through basic needs fulfillment in the child care/preschool environment.

Concept: Food for Children

1. Identify the nutritional requirements of children;
2. Understand factors which influence the nutritional requirements of children;
3. Identify foods appropriate for children which are high in nutrients needed by them;
4. Identify techniques for teaching young children nutrition;
5. Identify food habits most prevalent among children;
6. Understand factors which influence the development of food habits;
7. Develop methods of making foods more attractive and appealing to children;
8. Develop techniques for preventing and/or ridding children of undesirable food habits;
9. Understand the role nutrition plays in menu planning;
10. Can identify factors which influence menu planning for young children;
11. Can plan nutritionally sound and appealing menus for young children;
12. Can identify resources in the child care center/nursery school necessary for food storage, preparation and serving;
13. Can prepare a meal for children using proper management technique;
14. Keeps food preparation area neat and clean;
15. Can prepare a meal for children that is nutritionally sound and appeals to their senses;
16. Can encourage children to try new and different foods.

Concept: Providing a Safe and Healthy Environment

1. Understand the responsibility of the child care worker for insuring the safety of children in their care;
2. Identify safety considerations of facilities, equipment, and supplies;
3. Correct situations in the child care center/nursery school which either are, or may become, hazardous;
4. Formulate procedures for teaching young children safety habits;
5. Identify health care habits which could be promoted in the child care center/nursery school;

6. Understand the role of the child care worker in promoting health care habits;
7. Formulate methods and techniques for promoting health care habits in young children;
8. Identify supplies available and their storage location for administering first aid;
9. Demonstrate the ability to administer first aid for accidents which may occur in child care center/nursery school activities;
10. Develop procedures for reassuring children who have been injured in the child care center/nursery school;
11. Develop procedures for reassuring children who have witnessed or caused an injury in the child care center/nursery school;
12. Identify procedure for seeking further medical assistance if such is needed;
13. Develop procedures for notifying the parents or guardian of an injured child.

Concept: Preparation for the World of Work

1. Practice good grooming habits;
2. Identify child care jobs in local area
3. Complete a credential file;
4. Complete an employment application form;
5. Describe the interview process;
6. Identify ways of accepting and rejecting offers of employment.

Concept: Exploring Careers in Child Care

1. Demonstrate knowledge of careers in areas related to child care/development;
2. List qualifications needed for specific careers in areas related to child care/development;
3. Identify career possibilities that require two years of vocational education in areas related to child care/development;
4. Define personal career goal in child care;
5. Evaluate interests and abilities as related to career goal in child care/development area;
6. Profile career possibilities beyond immediate career goal.

Concept: Basic Child Development - Infancy, School Age

1. List factors of heredity and environment which influence the development of infants;
2. Identify factors which influence physical development during the first year of life;

3. Identify factors which influence social-emotional development during infancy;
4. Identify factors which influence intellectual development during infancy;
5. Evaluate developmental level of infants;
6. Define the terms middle childhood and preadolescence;
7. State physical, social, emotional, and intellectual characteristics of middle childhood;
8. State physical, social, emotional, and intellectual characteristics of preadolescence;
9. Formulate methods of enhancing the physical, social, emotional, and intellectual development of children during middle childhood and preadolescence.

Concept: Exceptional Children

1. Define areas of exceptionality;
2. Identify areas of exceptionality;
3. Analyze the process used to identify children as having the characteristics of each area of exceptionality;
4. Identify community agencies and organizations that offer services for exceptional children and their families;
5. List prevention, intervention, and/or treatment procedures as applicable for each area of exceptionality;
6. Identify appropriate teaching techniques to use with exceptional children;
7. Identify special equipment and materials needed to facilitate teaching exceptional children;
8. Plan activities to meet the special needs of exceptional children;
9. Implement special techniques and activities to facilitate the teaching-learning of exceptional children.

Concept: Child Abuse/Neglect

1. Define child abuse/neglect;
2. Identify characteristics of abusive/neglectful parents;
3. Identify symptoms of child abuse;
4. Analyze the scope of the problem of child abuse/neglect;
5. Understand the laws designed to protect children;
6. Understand the responsibilities, according to law, that child care providers have for abused/neglected children;
7. Identify the agencies designed to protect and aid abused/neglected children and their families;
8. Determine appropriate action if child abuse/neglect is suspected.

Concept: Theories of Early Childhood Education

1. Understand the importance of developmental theories in the study of education for young children;
2. Identify basic developmental theories;
3. Explain developmental theories as they relate to the education of young children;
4. Identify persons responsible for various developmental theories;
5. Compare and contrast developmental theories;
6. Analyze the influence of various developmental theories upon various life stages;
7. Identify reasons for studying the history of education programs for young children;
8. Explain historical events leading to the development of education programs for young children;
9. Identify trends in education programs for young children;
10. Evaluate trends in education programs for young children in terms of societal conditions.

Concept: Selection and Arrangement of Equipment

1. Recognize the need for planning the preschool environment;
2. Identify equipment necessary for a preschool;
3. Identify equipment appropriate for children of various ages;
4. Establish criteria for judging safety and durability of equipment;
5. Identify alternatives to purchasing equipment;
6. Evaluate storage facilities in relation to available and/or projected equipment inventory;
7. Choose equipment appropriate for the children, physical facilities, goals and objectives of program;
8. Recognize the need for facility planning in the child care center/preschool;
9. Define the concept of "learning centers";
10. Identify types of learning centers;
11. Choose equipment appropriate to various types of learning centers;
12. Plan learning centers in a child care center/preschool.

Home and Institutional Services: Taken from V-TECS Catalog, "General House Worker"

1. Clean wooden surfaces;
2. Clean and polish metal surfaces;
3. Clean glass and porcelainized surfaces;
4. Clean plastic surfaces;
5. Clean fabric surfaces;
6. Clean wall surfaces;
7. Clean floors and floor coverings;
8. Arrange clothing storage areas;
9. Clean shelves;
10. Clean fireplaces and hearths;
11. Clean permanent and disposable heat and air conditioning filters;
12. Vacuum and hand-clean heat/air conditioning vents;
13. Clean ovens;
14. Clean trash containers;
15. Defrost and clean refrigerator/freezer;
16. Remove mold and mildew;
17. Clean outside areas around house;
18. Clean and maintain bed, bath, and table linens;
19. Launder and maintain clothing;
20. Plan and prepare meals;
21. Serve foods and clean up after meals;
22. Care for young children;
23. Receive and deliver telephone messages;
24. Replace light bulbs;
25. Care for plants.

Clothing and Textiles Competencies - Taken from "Occupational Clothing and Textiles Curriculum Guides", Commonwealth of Virginia.

Concept: Alterationist

1. Identify common alteration equipment;
2. Choose alteration equipment most suited for alteration being made;
3. Identify alterations;
4. Know charges for specific alterations;
5. Write neatly;
6. Understand importance of correct entries on alteration tickets and records;
7. Prepare alteration ticket;
8. Record alteration ticket;
9. Define terms related to alterations;
10. Identify common variations in body type;
11. Understand why garments need to be altered;
12. Discuss the importance of garment fit to comfort, appearance, and self-confidence;
13. Evaluate garments for alterations needed to fit specific individuals;
14. Identify three methods of alteration marking;
15. Match fabric with appropriate method of marking;
16. Mark alterations;
17. Baste-fit garments;
18. Change shape of garments through altering;
19. Perform alterations.

Concept: Dressmaker

1. Identify equipment and supplies;
2. Identify procedures for using equipment and supplies;
3. Demonstrate use of equipment and supplies;
4. Make minor repairs and adjustments on home and power sewing machines;
5. State alterations which can be made to a pattern;
6. Analyze figure types for alterations;
7. Alter flat patterns;
8. Change pattern designs through alterations;
9. Construct garments from patterns;
10. Apply facings and interfacings;
11. Make sales to customers;
12. Prepare advertising for custom dressmaking establishment;
13. Perform personnel functions for custom dressmaking;
14. Do inventories and purchase orders for custom dressmaking.

Concept: Industrial Sewing

1. Identify equipment stating use and function of each;
2. Name and explain the parts of an industrial sewing machine;
3. Perform maintenance and repairs on industrial sewing machines;
4. Thread industrial sewing machines and wind bobbin;
5. Control an industrial sewing machine during operation;
6. Perform industrial sewing techniques;
7. Perform supervisory functions for industrial sewing.

Occupational Foods Competencies - Taken from "Occupational Foods Curriculum Guide", Commonwealth of Virginia

Concept: Overview of Food Service Occupations

1. Identify and analyze types of food services establishments in a locality;
2. Distinguish types of jobs available in food service;
3. Exhibit personal qualities needed by food service employees;
4. Interpret specific job descriptions for positions within the food service occupational cluster;
5. Evaluate career possibilities in food service.

Concept: Food Contamination and Food-Borne Illnesses

1. Demonstrate sanitary handling of food to prevent contamination;
2. Identify harmful micro-organisms and the specific conditions conducive to growth of molds, bacteria, yeast, and viruses;
3. Analyze reasons for necessity of obtaining food handler's permit.

Concept: Sanitation Codes

1. Follow state and local sanitation codes;
2. Demonstrate proper procedures to follow government rules and regulations;
3. Inspect a facility for compliance in health and sanitation.

Concept: Procedures for Dishwashing and Storage

1. Perform necessary pre-preparational steps used in sanitary dishwashing procedures, both machine and hand washing;
2. Follow prescribed steps in sanitary dishwashing procedures (mechanical and manual);
3. Arrange proper storage of dishes and equipment to maintain sanitization.

Concept: Cleaning vs. Sanitizing

1. Use proper chemicals in sanitizing dishes and equipment;
2. Use proper detergents, solvents, chemicals to clean and/or sanitize.

Concept: Pest Prevention

1. Use special precautions in common areas of contaminations.

Concept: Care of Furniture, Floors, and Surface Areas

1. Follow proper methods of caring for furniture, floors, and surface areas to promote a sanitary atmosphere;
2. Analyze all physical areas that need attention in order to regulate maintenance insuring sanitation;
3. Recommended routines of maintenance to facilitate effective care of furniture, floors, and surface areas.

Concept: Safety

1. Demonstrate good safety procedures;
2. Identify OSHA regulations;
3. Explain factors leading to unsafe conditions and accidents;
4. Analyze types of fires and recommend methods of extinguishing;
5. Recommend treatment for cuts and burns;
6. Exhibit safety in use of large and small equipment;
7. Demonstrate safe work habits to prevent unnecessary injuries.

Concept: Care and Use of Small Equipment

1. Identify small equipment used in the kitchen;
2. Select proper small equipment for tasks such as measuring, mixing, and stirring;
3. Demonstrate proper care and storage of small equipment;
4. Exhibit correct methods in use of small equipment.

Concept: Care and Use of Large Equipment

1. Identify the large equipment used in kitchen;
2. Exhibit proper use and care of large equipment;
3. Demonstrate care of large equipment.

Concept: Work Simplification and Work Schedules

1. Analyze methods to simplify use of time, energy, and motion;
2. Plan where and when to use the work simplification methods analyzed;

3. Plan a work schedule carefully, considering pre-preparation to save time;
4. Evaluate storage for convenience in relation to saving time, energy and motion.

Concept: Menu Planning Basics

1. Analyze menu guides that provide standard requirements for menu servings;
2. Plan how to make use of menu planning to provide a variety of foods that will satisfy nutrition, color, texture, taste, and preparation;
3. Plan menus that will encompass age group, season of year, foods and equipment available and family activity.

Concept: Ordering and Receiving

1. Identify necessary items needed for food purchasing;
2. Distinguish between various forms used for accurate ordering;
3. Identify and use commercial symbols when ordering supplies such as count, container size, packaging, and fill weights;
4. Plan to order early to meet schedule demands;
5. Identify and check incoming orders;
6. Check order for accuracy when receiving.

Concept: Storage of Food Supplies

1. Plan storage areas for incoming supplies;
2. Explain proper storage areas for incoming supplies;
3. Check incoming orders for accuracy and condition of supplies as received;
4. Check out supplies from storeroom, cooler, and freezer.

Concept: Terminology

1. Distinguish abbreviations used in recipe directions;
2. Distinguish terms used in recipes;
3. Demonstrate correct measurements of liquid and dry ingredients and weights if applicable;
4. Demonstrate correct methods of food preparation;
5. Demonstrate skill in increasing a recipe;
6. Relate quantity amounts to simpler measuring practices.

Concept: Techniques of Portioning Foods

1. Demonstrate skill in decreasing a recipe.

Concept: Convenience Foods

1. Utilize available convenience food items and variations in preparation;
2. Evaluate place of convenience foods in a food service establishment;
3. Demonstrate skill in serving convenience foods attractively;
4. Identify and utilize the basic mix as a convenience food.

Concept: Table Preparation

1. Identify proper placement of flatware, glasses, etc., according to the type of service;
2. Plan attractive table accessories to enhance the atmosphere;
3. Plan buffet for convenience according to the menu;
4. Plan table services for French, Russian, and American styles of serving.

Concept: Greeting Guests

1. Show courtesy to guests under all circumstances;
2. Portray characteristics of a positive attitude;
3. Exercise self-control in order to perpetuate good customer relations;
4. Demonstrate being a skillful host or hostess;
5. Exhibit those employee characteristics which promote successful customer relationships.

Concept: Serving Guests for Customer Satisfaction

1. Relate appropriate table service to various types of menus;
2. Explain terms used in menu writing;
3. Identify preparation of food that is listed on the menu;
4. Employ correct methods of serving specific foods;
5. Anticipate possible individual needs of the customer;
6. Write the order and present the check according to establishment guidelines.

Concept: Cocktails

1. Identify non-alcoholic cocktails;
2. Explain the difference between non-alcoholic and alcoholic cocktails.

3. Name several varieties of cocktails other than those served as beverages.

Concept: Hors d'oeuvres and Canapes

1. Recommend eye-appealing food combinations that would stimulate the appetite;
2. Distinguish the difference between a canape and an hors d'oeuvre;
3. Identify types of foods used in canapes and hors d'oeuvres.

Concept: Dips and Relishes

1. Identify a variety of foods used with certain dips;
2. Plan dips and relishes to add variety to a meal;
3. Use relishes as a garnish to decorate food.

Concept: Soups and Consommés

1. Analyze soups that would be more appropriate for use as an appetizer;
2. Recommend those soups that are best served hot and cold;
3. Identify various soup accompaniments;
4. Explain how stock base for soup is made;
5. Identify types of cream soups and clear soups;
6. Identify place of soups in the diet.

Concept: Meat, Fish and Poultry Salads

1. Prepare a variety of meat, fish, and poultry salads;
2. Prepare salad dressings;
3. Identify proper methods of preparation of meat, fish and poultry for use in salads;
4. Name different combinations of foods used with each: meat, fish, and poultry;
5. Cite examples of salads mixed with salad dressing;
6. Identify appropriate garnishes used in meat, fish, and poultry salads.

Concept: Fruit and Vegetable Salads

1. Identify those fruits and vegetables most appropriately used: raw, cooked, or frozen;
2. Prepare various forms and shapes used for fruits and vegetables in salads;
3. Analyze the variety of fruits and vegetables used best when mixed with a salad dressing;
4. Identify fruits and vegetables that should not be served as a chilled salad;

5. Identify salad variations appropriate for the four basic menu uses.

Concept: Salad Greens

1. Plan the steps that are essential for the cleaning of salad greens;
2. Explain how to serve a quality salad;
3. Select seasonal greens which are used to serve variety in texture and flavor;
4. Distinguish between available greens and explain how they are best used;
5. Create new ways of serving appealing, attractive salads using greens as the basis in serving.

Concept: Gelatin Salads

1. Recommend the necessity of pre-preparation for plain and flavored gelatin salads;
2. Plan variety and use of gelatin salads by use of molds;
3. Acquire skills in preparing salads which can be prepared for either quantity or individual use.

Concept: Salad Dressings

1. Recommend salad dressings most appropriately used with specific salads;
2. Analyze cooked and non-cooked salad dressings;
3. Follow methods of preparing cooked and non-cooked salad dressings;
4. Distinguish between sweet, sour, and sweet-sour salad dressings;
5. Explain "house" dressing;
6. Identify salad dressings used as an accompaniment and ingredient.

Concept: Cheeses and Their Classification

1. Identify the basic types of cheeses and their classification;
2. Recommend uses of each type of cheese.

Concept: Uses of Cheese

1. Illustrate and follow proper techniques for cheese cookery;
2. Identify different varieties of cheese and how they are used;
3. State techniques for using a variety of cheese.

Concept: Use of Eggs

1. Explain the ways eggs can be used to change consistency of foods, and enhance flavor and color;
2. Consider how heat affects the protein of the egg;
3. Identify foods in which eggs are used;
4. Apply the properties of eggs in food cookery (i.e., binder in meatloaf, leaven in angel food cakes).

Concept: Vegetable Types and Cookery

1. Distinguish types of vegetables;
2. Cook vegetables by broiling, simmering, and steaming.

Concept: Sandwiches

1. Identify types of sandwiches, hot and cold;
2. Explain terms used in sandwich preparation;
3. Analyze place of sandwiches in food service menus;
4. Identify steps used in preparation of sandwiches;
5. Relate importance of work simplification in sandwich preparation;
6. Identify types of fillings suitable for sandwiches: meat, fruit, cheese, egg, vegetable;
7. Relate importance of refrigeration in sandwich preparation;
8. Exhibit steps in preparation of fillings for cold sandwiches in quantity;
9. Exhibit skills in hot sandwich preparation;
10. Demonstrate ability necessary for serving sandwiches attractively;
11. Evaluate finished product;
12. Identify suitable breads;
13. Identify suitable spreads;
14. Relate importance of spread to prevent soaking of bread;
15. Evaluate appropriate varieties of bread with various fillings;
16. Demonstrate correct storage and wrapping techniques for sandwiches;
17. Demonstrate correct methods of wrapping and storage of sandwiches.

Concept: Sauce and Gravy Preparation

1. Distinguish the types of sauces that compliment certain foods;
2. Name the six basic sauces;
3. Explain methods of preparing the six basic sauces;
4. Identify sources of brown and white sauce used in making sauces and gravies;
5. Identify equipment used for sauce/gravy preparation;

6. Explain the methods of classifying stock.

Concept: Meat Cuts and Preparation

1. Distinguish between major varieties of meat, poultry, and seafood;
2. Identify methods and techniques for storing meats, poultry, and seafood;
3. Relate bone shape to tenderness of meat and preferred cooking methods;
4. Exhibit skill in selection and preparation of various grades of beef;
5. Relate method of cooking to cut of beef purchased;
6. Determine use of dry or moist heat method of meat cooking;
7. Identify variety cuts and their preparation;
8. Practice techniques of preparing beef using dry heat methods of cooking.

Concept: Pork and Poultry

1. Relate methods of cooking to cuts of pork purchased;
2. Determine dry or moist method of cooking;
3. Identify variety cuts and their preparation;
4. Practice techniques of preparing pork using moist heat methods of cooking to desired doneness;
5. Practice techniques of preparing pork using dry heat methods of cooking to desired doneness;
6. Relate method of cooking to classification of poultry purchased;
7. Distinguish classifications of poultry to be purchased;
8. Determine dry or moist heat method of meat cookery;
9. Identify giblets and methods of preparation;
10. Practice techniques of preparing poultry by moist heat methods;
11. Practice techniques of preparing poultry by using dry heat methods.

Concept: Fish/Seafood Preparation

1. Relate method of preparation to form and type of fish purchased;
2. Determine dry or moist heat method of preparation for fish and seafood.

Concept: Meat Entrees

1. Practice techniques of moist heat method of cookery;
2. Practice techniques of dry heat method of cookery.

Concept: Types of Breads

1. Identify products that are classified as quick breads;
2. Explain the function of basic ingredients used in quick breads;
3. Perform either of the two methods of mixing quick breads;
4. Exhibit skills in preparation of biscuits using correct techniques and evaluate finished product;
5. Exhibit skills in preparation of muffins using correct techniques and evaluate finished product;
6. Exhibit skills in preparation of cornbread using correct techniques and evaluate finished product.

Concept: Specialty Breads

1. Exhibit skills in preparation and evaluation of specialty breads;
2. Relate place of specialty breads in menus or to specific occasions;
3. Identify types of yeast breads;
4. Perform any of three basic methods for mixing yeast breads: (a) straight dough, (b) sponge, and (c) cool rise;
5. Explain functions of basic ingredients used in yeast breads;
6. Exhibit skills in preparation of basic methods;
7. Exhibit skills in manipulation of yeast dough;
8. Evaluate finished products;
9. Relate place of yeast breads in menus and special occasions;
10. Exhibit skill in preparation and service of holiday yeast breads;
11. Evaluate breads.

Concept: Pastries

1. Analyze the nutritional value of desserts when menu planning;
2. Identify pastry products;
3. Explain mixing techniques and manipulation necessary for acceptable pastry products;
4. Apply principles learned to prepare basic pastry;
5. Evaluate the finished product for quality;
6. Identify types of pastry products such as one crust, two crust, tart, turnover;
7. Identify fillings for pastry products;
8. Select proper pastry product appropriate to menu;
9. Demonstrate good techniques in preparation of fresh fruit fillings;
10. Apply techniques learned in pastry and filling to prepare a variety of fruit pastries;
11. Exhibit skills in cutting, serving, and evaluating finished product;

12. Identify kinds of cream fillings;
13. Follow steps in preparation of basic cream fillings;
14. Demonstrate special techniques required to produce smooth cream fillings: (a) low temperatures, (b) adding eggs to hot mixture, (c) reviewing milk cookery;
15. Apply techniques learned in production of a variety of cream pastries;
16. Follow steps in preparation of basic chiffon fillings;
17. Apply special techniques learned in preparation of chiffon pie;
18. Identify kinds of soft fillings;
19. Perform special techniques necessary for successful soft fillings;
20. Apply techniques learned for preparing soft fillings;
21. Identify types of dough used in cobbler preparation;
22. Follow steps necessary to prepare different doughs used for cobblers;
23. Exhibit skill in preparation of fruit cobbler.

Concept: Custards and Puddings

1. Cite examples of custards and puddings;
2. Distinguish difference between custard and pudding;
3. Prepare custard;
4. Prepare pudding;
5. Exhibit serving and evaluation skills.

Concept: Cookies

1. Distinguish between the six basic types of cookies;
2. Follow the mixing techniques required for preparation of each type of cookie;
3. Apply correct preparation steps required for each type of cookie;
4. Analyze completed product, evaluating both quality and portion control;
5. Plan and demonstrate attractive ways of displaying and serving cookies.

Concept: Cakes

1. Identify basic types of cakes;
2. Follow basic steps in preparation of the three types of cakes;
3. Relate the different mixing techniques necessary for each type of cake;
4. Relate the importance of temperature of ingredients to a successful product;
5. Relate the importance of accuracy of measuring and mixing;
6. Consider the function of ingredients used in cake making;

7. Analyze the need for appropriate size pans and correct baking temperatures;
8. Exhibit skills in preparation of three types of cakes;
9. Demonstrate appropriate skills in cutting, serving, and evaluating cakes;
10. Identify the types of icings;
11. Follow the basic mixing methods for types of frosting;
12. Apply skills in preparation of frosting;
13. Follow correct procedure for icing a cake;
14. Demonstrate skill in icing cakes;
15. Evaluate completed product.

Concept: Garnish Preparation

1. Explain the term garnish;
2. Identify garnishes;
3. Discuss nutritive value of garnishes;
4. Cite examples of garnishes for various foods;
5. Identify techniques used in garnishing foods;
6. Prepare garnishes;
7. Analyze appropriateness of completed garnish/garnished food.

Concept: Beverage Preparation and Service

1. Explain beverages suitable for meals;
2. Define terms related to beverage preparation;
3. Prepare tea, coffee, hot chocolate, punches, and shakes;
4. Apply principles of milk cookery;
5. Analyze place of beverages in the diet;
6. Prepare beverages in quantity;
7. Serve beverages;
8. Evaluate beverages.

**SUGGESTED COMPETENCIES
FOR CONSUMER AND HOMEMAKING PROGRAMS
IN VOCATIONAL HOME ECONOMICS ADULT EDUCATION**

Introduction

The following is a suggested outline of content which might be included in a vocational home economics adult education consumer and homemaking program. It is to the program planners' benefit to adjust program content to meet the needs and interests of the locality. It is, however, highly recommended that programs be a series of related units on a particular topic rather than a course such as clothing construction or food preparation. These courses, although seemingly popular, attract a limited audience and tend to have little impact on the quality of life of individuals and families.

Consumer Education and Home Management

Concept: Credit

1. Identify types of credit available to consumers;
2. Examine pros and cons of different types of credit in relation to intended uses;
3. State advantages and disadvantages of using consumer credit;
4. List factors which affect consumer credit cost;
5. Identify characteristics of a favorable credit rating;
6. Define the following terms: repossession, garnisheeing of wages, bankruptcy.

Concept: Consumer Rights and Responsibilities

1. Define consumer responsibilities;
2. Define consumer rights;
3. State why examination of merchandise before purchase is important;
4. Identify label information required by law;
5. Define the following terms: trademarks, brand-name, label, guarantee, warranty;
6. Identify consumer protection agencies and their responsibilities;
7. State the procedure reporting infractions of legal regulations.

Concept: Managing the Family Income

1. Define the terms: values, standards, goals;
2. Identify values, standards, and goals which influence family and individual income management;
3. Define the terms budget, fixed expenditures, and flexible expenditures;
4. Construct a budget;
5. Comparison shop;
6. State advantages and disadvantages of mail-order and door-to-door salesperson shopping;
7. Understand how off-season sales purchases can affect purchasing power.

Concept: Clothing Management

1. Identify factors which influence wardrobe needs;
2. List values, lifestyles, and resources which have an influence on wardrobe planning;
3. Select clothing styles appropriate to body type;

4. Match personality characteristics with suitable clothing styles;
5. Choose accessories appropriate for various types of wearing apparel;
6. Repair garments;
7. Tie-dye a faded garment;
8. Alter clothing;
9. Understand home laundry techniques;
10. Identify garments and fabrics to be dry cleaned;
11. Read and follow a stain removal chart;
12. Understand proper storage techniques for various types of garments;
13. Identify characteristics of clothing suitable for young children;
14. State factors which influence clothing for the elderly;
15. Identify garment limitations for various types of handicapping conditions.

Concept: Food Management

1. Write a market list;
2. List information found on a label;
3. State factors which influence food costs;
4. Describe how food label information helps the consumer;
5. Identify basic shopping principles associated with buying foods in each of the basic four food groups;
6. Comparison shop using food ads;
7. List advantages and disadvantages of food advertising;
8. Understand the concept of unit pricing;
9. Compare brand names and store brands for cost, quality, flavor, and texture;
10. Identify perishable and semi-perishable foods;
11. Explain the concept of open dating;
12. Prepare foods for proper storage;
13. Explain causes of food spoilage;
14. Identify major nutrients in each of the basic four food groups;
15. Plan menus appropriate for individuals and families on low, moderate and high budgets;
16. Plan menus appropriate for children, elderly, and persons with special dietary needs such as low cholesterol and diabetes;
17. Define the relationship between nutrients and nutrition;
18. Define the following terms: deficiency, malnutrition, RDA, rickets, scurvy, anemia, beri-beri, pellagra, night blindness, goiter, obesity;

19. Describe the purpose of nutritional labeling;
20. Recognize ways in which nutritional labeling can help consumers;
21. Compare lifestyles and food patterns;
22. Evaluate food preferences according to cultural background;
23. Discuss food fads and fallacies;
24. Identify fad diets;
25. Evaluate diet patterns for nutritional well-being;
26. Discuss the world food distribution;
27. Identify factors which lead to hunger, and starvation;
28. Identify food needs for different stages in the life cycle;
29. Explain health factors which may influence food needs;
30. Identify food additives;
31. Discuss the advantages and disadvantages of various food additives.

Concept: Financial Security

1. Identify methods of saving;
2. Evaluate advantages of bank savings accounts;
3. Identify types of checking accounts;
4. List advantages and disadvantages of checking accounts;
5. Understand bank services;
6. State types of insurance;
7. Read and understand various insurance policies;
8. Understand how long-range financial planning offers individuals and families protection and security;
9. Understand the function and services of Social Security;
10. Explain Medicare and Medicaid.

Concept: Housing, Home Furnishings and Decoration

1. List types of housing available to individuals and families;
2. Identify advantages and disadvantages of various housing types for individuals and families;
3. Discuss the influence of values, standards, and goals on choice of housing;
4. Identify how the family life cycle influences housing choice;
5. Understand environmental factors which influence housing choice;
6. Make minor home repairs;
7. Identify proper sources for major home repairs;
8. List conditions which cause pollution in a neighborhood;

9. Research anti-pollution laws in the state and regional area;
10. Construct a pollution checklist for a specific geographic area;
11. Identify storage space in various types of housing;
12. List low-budget home decoration ideas;
13. Identify sources of mortgage money;
14. Define terms such as down payment, closing costs, points, mortgage insurance, principal, interest.

Concept: Energy Management and Conservation

1. Identify human resources available to individuals and families;
2. List time and energy savers;
3. Cite examples of how duplicates of equipment and supplies may save time and energy in homemaking;
4. Devise ways of saving time and energy in food shopping and storage;
5. List ways that proper use of living and storage areas in the home may save time and energy;
6. List characteristics of clothing which would make it "easy care";
7. List ideas for "on short notice" entertainment;
8. Understand the principles of energy conservation in the home;
9. Identify characteristics of appliances which make them energy efficient;
10. List factors which would help to make a home more energy efficient;
11. Prepare a checklist for evaluating the energy efficiency of a house;
12. Explain "peak load" or time of use pricing of electrical power.

Concept: Gerontology

1. Develop a positive attitude toward aging;
2. Understand the mental, social, emotional, and physical needs of the elderly;
3. Develop skills for providing services to the elderly;
4. Identify factors which influence the choice of housing for the elderly;
5. Develop a checklist to evaluate the suitability of various types of housing for the elderly;
6. Understand food and nutrient requirements of the elderly;
7. Identify Social Security benefits available to the elderly;
8. Evaluate nursing home facilities;

9. Discuss advantages and disadvantages of the elderly living alone;
10. Identify factors which influence financial security in later years;
11. Recognize special dietary needs of the elderly;
12. Identify volunteer groups designed to aid the elderly;
13. Identify volunteer groups of the elderly who offer services to others;
14. Discuss the role of leisure in the lives of the elderly;
15. Evaluate local programs for the elderly;
16. List factors which may contribute to the self-worth of an older person.

Concept: Parenthood

1. Define the life cycle;
2. Explain the influence of children at various stages in the life cycle;
3. State advantages and disadvantages of family planning;
4. List various methods of birth control, giving advantages and disadvantages of each;
5. Explain the importance of pre-natal care;
6. Understand dangers of self-medication during pregnancy;
7. Identify the possible effects of alcohol and smoking on the unborn child;
8. Identify signs and symptoms of pregnancy;
9. List danger signs during pregnancy;
10. Explain the influence of the "expectant father" on a woman's physical, emotional, and mental well-being;
11. State means by which discipline problems may be solved;
12. Recognize the influence of children on the relationships of other family members;
13. List factors which influence the social development of children;
14. Define the term socialization;
15. Develop activities which would contribute to the social development of children;
16. Show the effect of early social experiences on later social behavior;
17. Understand the influence of play on a child's development;
18. Describe social adjustment difficulties children of various ages might have;
19. Define the term popularity;
20. Discuss the need for independence at various stages of growth;

21. Describe factors which influence adolescent personality development;
22. Discuss "overcoming the generation gap";
23. Identify ways of dealing with and preventing parent-adolescent conflict;
24. Identify common emotional patterns of infancy; early, middle, and later childhood; and adolescence;
25. Predict possible influences affecting a child or adolescent's relationship with extended family members;
26. Understand child abuse/neglect and its influence on family members;
27. Distinguish between punishment and discipline;
28. Describe the services offered by the Health Department for children;
29. Identify community agencies offering services for children;
30. Identify nutritional needs of infants, young children, and adolescents;
31. State first aid procedures for common childhood accidents;
32. Identify common childhood diseases;
33. List and explain childhood immunization programs;
34. Demonstrate ways to develop positive attitudes in children toward medical care;
35. Identify skills and attitudes necessary for working with exceptional children;
36. List agencies which are designed to assist parents of exceptional children;
37. Identify environmental factors which influence the growth and development of adolescents;
38. Explain the effect of early parent-child relationships on relationships during adolescence;
39. Cite factors which influence moral development in adolescence;
40. Determine the effect of various parental models upon the social and emotional development of adolescence;
41. Recognize the influence of the peer group on the development of the adolescent;
42. Identify typical problems which adolescents face;
43. Describe possible causes of anti-social behavior;
44. Develop a checklist with which to evaluate a day care center;
45. Describe characteristics of day care centers which may promote or hinder a child's development.

APPENDIX A

CATCHY TOPICS

CATCHY TOPICS FOR ADULTS OF ALL AGES

Consumer Education

Pocketing Your Money
 Stretching the Family Dollar
 Bank or Bankruptcy
 Trapped in the Clutter of Goods
 Help! Are You Drowning in Bills?
 Who Gets What You Got?
 Will What You Want
 Wise Food Buying
 Cash or Credit
 Pennies for Progress
 Are You Paying Too Much
 Don't Stop! But Look and Listen
 It Pays to Advertise
 The ABC's of Budgeting
 The Urge to Own
 Thrift or Spendthrift
 Last Will and Testament
 Consumers Need Help
 Are Consumers Helpless?
 Buyer Beware!!
 Seller Beware!!
 Spending Wisely
 Buying Today - Responsibility
 and Protection
 Money Power
 Getting the Full Value from Your
 Food Dollar
 Making the Most of Your Housing
 Dollar
 Decorating on a Shoestring
 Stretching Your Food Dollar
 Understanding Your Teenager
 Children and Money
 Getting the Best for the Least
 Money, Where Are You?
 Making Your Money Work for You
 Keep Track of Your Money
 Stretching the Dollar
 Don't Get Hooked -- Be a
 Smart Fish
 Wise Buying Leads to Happiness
 Happiness is...Getting the Most
 For the Least
 Insurance and Savings
 Credit Cards and/or _____?
 Live Well and Control Money
 Consumer Watchwords

Clothing

Be a Knit-Wit
 Buttons and Braids
 Texture Power
 First Aid for Ailing Wardrobes
 I Haven't a Thing to Wear
 Blueprint for Building My Wardrobe
 Clothes of Friendship

Time Management

Blueprint for Building My Resources
 Flexible Patterns
 Short Cuts For Me

Child Development

Discipline is Necessary
 Children Are People, Too
 Time for Children
 From Crib to College
 Little Folks Have Play Needs
 Child Abuse - Cause and Cure
 Good Sense in Child Training
 Little People Work??

Family Relationships

A Little Appreciation Goes A
 Long Way
 A Little Privacy Goes A Long Way
 People Power
 Special Occasions For the Family
 Family Planning
 Understanding Your Teenager
 What We Give
 Balance the Load
 This, I Believe
 You Aren't Alone
 The Generation Gap
 Adolescence - A Well Traveled Path
 You Are Special
 Family Issues
 House or Home??

Goals and Values

To Each A Dream
 Why Do You Want What You Want?
 This, I Believe
 I Am Me
 The Urge to Own
 Do I Need What I Want?

Foods

Plan Now -- Party Later
 Meals for Busy Homemakers
 Is Breakfast Really Important?
 Snacking Nutritionally
 Everything Nice
 Be An Informed Grocery Shopper
 Perk Up A Breakfast
 Five Minute Breakfast
 Get Up For Breakfast??

Housing and Home Furnishings

Home - Reflection of You
 Selection of Home Furnishings
 Selecting and Arranging Home
 Furnishings
 How Firm A Foundation
 Make Over -- Make Do
 Be Smart -- Create Your Own

Personal Development

Handicrafts for Homemakers
 Hobbies for the Golden Years
 Are You Banking the Fire of
 Your Brain?
 Planning for the Golden Years
 Homemaker's Morning Out (or
 Afternoon or Evening)
 The Will To Succeed
 Share Stored Wisdom

Money Management

Making Your Money Work For You
 Keep Track of Your Money
 Stretching the Dollar
 Don't Get Hooked -- Be a
 Smart Fish
 Wise Buying Leads to Happiness
 Happiness is... Getting the
 Most for the Least
 Banking Know How
 The Cost of Death

Parenthood Education

Where is Your Child?
 Our First Baby
 The Generation Gap
 Family Issues
 A Step In Growing Up
 A Baby to Live With
 Family Patterns
 So You Are A Parent

Elderly

Unsolved Problems
 Dear H.O.P.E.
 Eating Out
 Extending Family Resources
 More Protection
 Meals on Wheels

Other Areas

Is Your Home Safe?
 A Safe Trip Through The Home
 Over thr Rainbow - Pot or Potluck
 Dibs
 Variety Pak
 Career Chatter
 Facing Up To Death
 Making a Life and Living

Prepared by: Mrs. Jean H. Goad, Assistant State Supervisor,
 Vocational Home Economics Education, Teacher's Conference,
 August, 1977.

APPENDIX B
ENROLLMENT FORM

ENROLLMENT FORM -- ADULT EDUCATION

Name _____

Address _____ Zip Code _____

Phone Number _____

Social Security Number _____

Grade Completed _____

Employed _____
(Yes) (No)Age: Below 18 _____ 18-25 _____ 26-50 _____ above 50 _____
(Check one) Write in age-optional

ATTENDANCE

	1	2	3	4	5	6	7	8
Dates								
P=Present								
Ab=Absent								

*Certificates will not be given if more than two nights are missed.

APPENDIX C
SAMPLE LESSON PLAN

Sample Lesson Plan for Adult Education

Course Competency (One course competency can have several lessons built from it. Learning is incremental in nature and concepts and generalizations build to reach final competency.)

Lesson Objective(s) (State in behavioral and measurable terms. This should be specific to the lesson being taught.)

Introduction (Attention getting; attention focusing; statement of objective(s).)

Content Outline	Learning Activities
(Include here the important concepts and generalizations which should be stressed during the lesson.)	(Include here opportunities for application of the facts and theories. Allow opportunity for student-student interaction via discussion and group work. Also include audio-visuals designed to reinforce the learning of concepts and generalizations.)

Summarize the lesson by reviewing important points and evaluating the students' learning via question-answer, case study solving, application of knowledge or skill, or other non-paper and pencil evaluation techniques.

APPENDIX D
ADDITIONAL SOURCES OF INFORMATION

SOURCES OF INFORMATION TO AID IN
PROGRAM DEVELOPMENT

Many agencies, institutions, and organizations make available valuable information and aids for program development. Some of these materials are free; others require a nominal fee. The sources given below provide a limited listing of available materials.

American Bankers Association, 12 E. 36th Street, New York, N. Y. 10016

American Bar Association, 1155 E. 60th St., Chicago, Illinois 60637

American Council on Consumer Information, 15 Gwynn Hall, University of Missouri, Columbia, Missouri 65201

American Dietetic Association, 620 N. Michigan Ave., N. W. Washington, D. C. 20036

American Home Economics Association, 2010 Massachusetts Ave., N. W. Washington, D. C. 20036

American Medical Association, Council of Foods and Nutrition, 535 N. Dearborn St., Chicago, Illinois 60610

American Toy Institute, 200 5th Ave., New York, N. Y. 10010

American Vocational Association, 1510 H. St., N.W., Washington, D. C. 20005

Association for Childhood Education, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016

Association for Supervision and Curriculum Development, NEA, 1201 16th St., N. W., Washington, D. C. 20036

Better Business Bureau, 405 Lexington Ave., North, New York, N.Y. 10017

Child Study Association of America, 9 East 89th St., New York, N. Y. 10028

Cooperative Extension Service: for policy information about publications, write County Cooperative Extension Service Office or State Extension Editor.

Department of Home Economics, National Education Association, 1201 6th St., N. W., Washington, D. C. 20236

ERIC Documents Reproduction Service, P. O. Drawer O, National Cash Register Co., 4936 Fairmont Ave., Bethesda, Md. 20014

Health Services and Mental Health Administration, Maternal and Child Health Service, Office of Information, U. S. Department of Health, Education and Welfare, Rockville, Md. 20852

Illinois Teacher for Competency Roles, University of Illinois, 342
Education Building, Urbana, Illinois 61801

Institute of Life Insurance, Educational Division, 488 Madison,
New York, N. Y. 10022

National Association for Public Continuing and Adult Education,
1201 16th St., N. W. Washington, D. C. 20036

National Committee for Education in Family Finance, 277 Park Ave.,
New York, N. Y. 10017

National Consumer Finance Association, Educational Services Division,
1000 16th St., N.W., Washington, D. C. 20036

National Dairy Council, 111 North Canal St., Chicago, Illinois 60606

National Federation of Settlements and Neighborhood Centers, 232
Madison Ave., New York, N. Y. 10016

National Livestock and Meat Board, 36 S. Wabash Ave., Chicago, Ill.
60603

Office of Child Development, Department of Health, Education, and
Welfare, Donohoe Building, Washington, D. C. 20013

Poultry and Egg National Board, 8 S. Michigan Ave., Chicago, Ill.
60603

Public Affairs Pamphlets, 22 E. 38th St., New York, N. Y. 10016

Science Research Associates, 57 W. Grand Ave., Chicago, Illinois 60610

Tips and Topics, College of Home Economics, Texas Tech University,
Lubbock, Texas 79409

Prepared by: Mrs. Jean H. Goad, Assistant State Supervisor,
Vocational Home Economics Education, Teacher's Conference,
August, 1977.

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- Better Homes and Gardens, Baby Book, 1970.
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- Brisbane. The Developing Child. Bennett Co., Inc. 1971.
- Bigner, Jerry J. Parent-Child Relations, An Introduction to Parenting. Macmillan Publishing Co., Inc. New York.
- Cherry, M. D., Sheldon H. Understanding Pregnancy and Childbirth. Bobbs-Merrill, Co., Inc. Indianapolis, Ind. 1975.
- Children's Bureau of the Department of Health, Education and Welfare. Infant Care. Award Books. New York. 1975.
- Cronan and Atwood. Foods in Homemaking. Chas. A. Bennett Co., Inc. 1972.
- Draper, Draper. Caring for Children. Bennett Co., Inc. 1975.
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- Liddell, Louise A. Clothes and Your Appearance. The Goodheart-Willcox Co., Inc. 1977.
- May, Waggoner, Hotte. Independent Living for the Handicapped and the Elderly. Houghton Mifflin Co. 1974.
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Pick, Morayne, Sickler, Washington. Focus on Foods. McGraw-Hill, Inc. 1974.

Promoting Vocational Education. The American Vocational Association, Inc. 1978.

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Sorenson, Malm, Forehand. Psychology for Living. 3rd Edition. McGraw-Hill Book Co. 1971.

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Whelan, Elizabeth M. A Baby ?.... Maybe. The Bobbs-Merrill Co., Inc. 1975.

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American Vocational Association. Promoting Vocational Education: A Public Relations Handbook for Vocational Educators. The American Vocational Association, Inc. 1978.

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Reece, Barry L. Teaching Adults: A Guide for Vocational Instructors. The American Vocational Association, Inc. 1978.

PAMPHLETS

"Family Development, The Family Life Cycle". Extension Division;
Virginia Polytechnic Institute. Publication 97.

"Growing Older". Extension Division; Virginia Polytechnic Institute
and State University. Publication 530.

"Nine Months to Get Ready; The Importance of Prenatal Care". Public
Affairs Pamphlet. Number 376.

"The Right Way to Plan Your Family". Virginia State Department of
Health; Richmond, Virginia 23219

Records, Cassettes, and Filmstrips

Butterwick Publishing Co., Instructional Media For Home Economics.

1977. 161 Sixth Avenue, New York, New York 10013.

"Parenting" - four filmstrip series

"Child Development Series" - four record or cassette filmstrips

1. "The Prenatal Period and Infancy"
2. "The Toddler"
3. "The Preschooler" - ages three to five
4. "The School Age Child" - ages five to 10

"Family Life" - three filmstrip programs

"Independent Living Series" - six filmstrip series

"Consumer Education" - five filmstrip series

"A Home With Metric Measuring"

Parent's Magazine Films, Inc. 1978-1979. 52 Vanderbilt Avenue.

New York, New York. 10017. Sound and Color Filmstrip Catalog.

"Children In Crisis" - four part series

"Prenatal Care, Infancy, and Child Development" - 3 filmstrip set

"The Effective Parent" - four part set

1. "The Parent as a Teacher"
2. "Learning in the Home"
3. "Learning Away from Home"
4. "Learning Through Play"

"Child Development and Child Health" - 4 part series

1. "Food and Nutrition"
2. "Health and Safety"
3. "Play and Self-expression"
4. "Love and Identity"

"Special Education and Children with Special Needs" - four part series

1. "Behavioral Disabilities"
2. "Physical Disabilities"
3. "Intellectual Disabilities"
4. "Educational and Language Disabilities"

"Growing Up with Values" - two part series

Sunburst Communications. Family Living/Home Economic Catalog. 1978-1979.

Rm. 46465. 41 Washington Avenue, Pleasantville, N. Y. 10570

"Violence In the Family"

"Personality Roles You Play"

"Developing Self Respect"

"How do I see Myself?"

"Overcoming Inferiority"

"Your Emotions - The Coping Process"

"Personality and Mental Health"

"Adolescent Conflict: Parents vs. Teens"

"CPR: How to Save A Life"

"First Aid: Newest Techniques"

"Food: Health and Diet"

"Nutrition: Food vs. Health"

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Home and Institutional Services. Commonwealth of Virginia. Home Economics Education. Richmond, Virginia 23219.

Occupational Child Care. Commonwealth of Virginia. Home Economics Education. Richmond, Virginia 23219.

Occupational Clothing and Textiles. Commonwealth of Virginia. Home Economics Education. Richmond, Virginia 23219.

Occupational Foods. Commonwealth of Virginia. Home Economics Education. Richmond, Virginia 23219.

V-TECS Catalogs*

Alterationist
Child-Care Worker
Custom Dressmaker
Food Management, Production, and Services Occupations
General Houseworker
Industrial Sewing
Textile Production

* Available from Department of Education, Commonwealth of Virginia,
Richmond, Virginia 23216.